DOCUMENT RESUME

ED 302 625 CE 051 038

TITLE	Governor's Task Force on Adult Literacy.
INSTITUTION	Georgia Govenor's Task Force on Adult Literacy, Atlanta.
SPONS AGENCY	Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE	88
NOTE	28p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Adult Programs; Educational Finance; *Educational Improvement; Educational Objectives; *Literacy Education; *Models; *Program Development; State Programs; *Statewide Planning
IDENTIFIERS	*Georgia

ABSTRACT

The Georgia Governor's Task Force on Adult Literacy conducted a study to determine the extent of adult illiteracy in the state, develop a program to deal with illiteracy, and make recommendations to the state for a future course of action to reduce the problem. The task force arrived at a working definition of adult literacy that included three levels of literacy: basic, general, and specialized. It estimated that approximately 1.4 million adults in the state are illiterate and recommended that adult literacy programs be designed to accommodate all eligible adults at all three levels of literacy. After examining adult literacy programs both in Georgia and in other parts of the country, the task force developed a model program. Elements of the program include personnel and staffing, facilities, curricula, teaching methods, use and type of assessment instruments, program evauation, and funding. The study found that the present system of public and private literacy programs is serving about 57,000 adults per year; it recommended raising that level to between 90,000 and 100,000 per year in order to reduce the number of illiterate adults in the state over a five-year time span. The task force further recommended establishing a state-level Office of Adult Literacy to coordinate statewide efforts and make more effective use of resources in the state. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED302625

Governor's Task Force on Adult Literacy

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M Greene

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

111 State Capitol Atlanta, Georgia 30334 (404) 656-1713

Joe Frank Harris, Governor

CE 055 038

Governor's Task Force on Adult Literacy

Arthur (Art) Johnston, Chair
John (Jack) Pietri, Vice Chair

STEERING COMMITTEE

Arthur (Art) Johnston, Chair
John (Jack) Pietri, Vice Chair
Catherine (Kitty) Cato
Vernon Crawford
Myrtle Davis
Mike Richardson
Billy Watson

DEFINITIONS COMMITTEE

Mike Richardson, Chair
Robert Kronley
Cliff McDuffie
Ed Thompson
Gene Walker

ASSESSMENT COMMITTEE

Kitty Cato, Chair
Vernon Crawford
John Foster
Susan Hackney
Maritza Keen
James Toombs

PROGRAM COMMITTEE

Billy Watson, Chair
Bettye Anne Battiste
Joe Hill
Ralph Jones
Bill Mangum
Karl Roberts
William (Sonny) Walker

FUNDING COMMITTEE

Myrtle Davis, Chair
Tom Hagler
Calvin Smyre
Bernard Wheeler
Jim Zimmerman
Sayward Rogers

STAFFING

PROJECT COORDINATOR

Nellie Hoenes

PROJECT DIRECTOR

Barbara Kawulich

LEAD STAFF

Evelyn Turner, Definitions
David Morgan, Assessment
David Watts, Program
Bill Tomlinson, Funding

SUPPORT STAFF

Patricia Bridges
Teresa Johnson
Mary Eva Mitchell
Randy Powers

CONTRIBUTING STAFF

Joy Berry
Robbie Connelly
Susan Constantine
Ruth Culley
Joan Elifson
Jack Fair
Gail Fletcher
Brent Halverson
Robert Hobbs
Don Howington
George Jensen
Bob Jerrolds
David Lee
Rodney Mathis
Loydia Webber
Ellen Whitlock

Final Report

Table of Contents

Page

Introduction 1

Definition of Adult Literacy 1
- Levels of Literacy 2

Extent of the Problem 2
- Target Level of Literacy 2
- Target Population 3

Model for Georgia Adult Literacy Programs 3
- Program Objectives 3

Governance and The Delivery of Services 3
- Present System 3
- Issues Concerning the Statewide Delivery of Adult Literacy Services 3
- Recommended State Role 4

Funding 4
- Non-Formula Grants 5
- Formula Funding 5
- Private Adult Literacy Providers 5

Goals for Adult Literacy 6

Implementation 6

Conclusions 6

Appendices

Appendix A: Members of the Governor's Task Force on Adult Literacy A-1

Appendix B: Recommended Model for Georgia Adult Literacy Programs B-1

Appendix C: Recommended Duties and Responsibilities of the State Office of Adult Literacy C-1

Appendix D: Recommended Duties and Responsibilities of Other State Agencies Relative to Adult Literacy Services D-1

Appendix E: Recommended Duties and Responsibilities of the Public and Private Sectors for Adult Literacy Services E-1

Appendix F: Responsibilities Associated with the Adult Literacy Service Delivery System F-1

Appendix G: Allocation of Adult Literacy Formula Funds G-1

Appendix H: Proposed Implementation Schedule for the Statewide Adult Literacy Program H-1

Final Report of the Governor's Task Force on Adult Literacy

INTRODUCTION

The effects of illiteracy are far-reaching. In today's high tech, information-oriented society, illiteracy affects not only the individual, but the rest of society as well. Adults who lack literacy skills find it difficult to engage in such simple, day-to-day activities as reading a newspaper, monitoring their children's homework, cooking from a recipe, or balancing a checkbook. Further, adult illiterates are excluded from more lucrative employment, are often unable to earn promotions, and have difficulty in playing a meaningful part in the political process.

In comparison to a composite region (including Louisiana, Alabama, Tennessee, Kentucky, South Carolina, North Carolina and Mississippi), Georgia was found to be representative of the regional rate of illiteracy. However, in comparison to the national average, it was found that Georgia has more than its share of adults in this disadvantaged condition. As a result, the State has difficulty in providing an adequately trained labor force to the industries which require more of their employees than the performance of repetitive tasks which change little from year to year. The workplace is changing rapidly, and workers are being required to adapt and keep pace with these changes. In the future, most of the jobs requiring lower levels of literacy skills either will be performed by machines or will be subcontracted to workers in other countries where wages and benefits are much lower than in the United States.

Not only is the problem of illiteracy extensive, but it is growing. A significant factor contributing to this growth is that the children of illiterate parents face odds much higher than the average against their becoming literate themselves. This is what some have called a "cycle of illiteracy." Not only is quality of life diminished for these individuals, but society loses doubly by paying for the support of many illiterate citizens while foregoing the contributions which they could make to the community at-large if they were literate.

Illiteracy issues have remained dormant until recently, because few people understood the magnitude of the problem, and because most illiterate adults take great pains to hide their educational deficiencies. However, as international competition has increased among businesses, and as technology has advanced in recent years, it has become evident at both the state and national levels that a literate workforce is a necessity.

To this end, in June, 1987, Governor Joe Frank Harris assembled the Governor's Task Force on Adult Literacy. It was comprised of eleven members representing the business community, eleven members representing all levels of the education community, and four members representing the General Assembly. (A listing of the members by occupation is presented in Appendix A.) The Task Force was charged with defining the nature and magnitude of adult illiteracy in Georgia, determining what currently was being done to address the problem, and to recommend solutions. This document presents the findings and recommendations of that Task Force.

Definition of Adult Literacy

As the Task Force began to examine the extent of adult illiteracy in Georgia, it discovered that, not only was there no specific data from which to determine the number of illiterates in the State, but there was little specific data available about the illiterates who were being served in programs. In general, little data was available about the competence of those entering or leaving adult literacy programs, about the specific competencies they are lacking, or where/how adult illiterates are distributed by sex, age and race.

It became clear that, even before this kind of information could be collected in the future through a more formal, ongoing system of assessment, it would be necessary for the Task Force to develop a definition of adult literacy as a standard against which illiteracy could be measured. The following definition of adult literacy was developed to guide the Task Force in its work to determine the extent of adult illiteracy in Georgia and how it should be measured in the future, as well as who should be targeted for participation in statewide literacy services.

> Literate adults are defined as those who
>
> . . . possess a degree of proficiency in reading, writing, and other communication skills, in computation and in reasoning that will enable them to adapt to technological and other changes in our society, compete in the job market, develop a sense of selfworth, and participate in our democratic process.

An adult literacy program based on this definition must emphasize the acquisition of the skills necessary to enable an adult to adapt to the changing environment of the modern world. The Task Force has recommended that a statewide adult literacy program should strive to develop a level of skill

in individuals which allows them to continue to learn on their own or to participate in appropriate educational programs.

To attain this goal, it will be necessary to individualize programs. Because adults come to literacy programs with different needs, backgrounds and skills, it will be necessary to be responsive to the needs of the program participants, as well as to make adult literacy programs accessible to all adults who need these skills. Therefore, to attain the goal of independent learning, instructional flexibility must be a key component of these programs. To this end, three levels of literacy have been specified by the Task Force.

Levels of Literacy

1. Basic Literacy

   Reading - the ability to clearly express thoughts verbally and to read those thoughts as written

   Writing - the ability to express complete thoughts in writing

   Computation - the ability to add, subtract, multiply, and divide

2. General Literacy

   Reading - the ability to read and comprehend what is generally written for public consumption, such as newspapers and magazines

   Writing - the ability to write an essay that is coherent, organized, and persuasive

   Computation - the ability to use computation skills to solve everyday problems (e.g., balancing a checkbook) and to interpret mathematics in general use (e.g., graphs and charts in newspapers)

3. Specialized Literacy

   Reading - the ability to read materials meant for personal enrichment (e.g., novels) or for specific information important to the individual (e.g., job-related technical manuals)

   Writing - the ability to produce persuasive writing in a specialized content area important to the individual (e.g., job-related technical writing)

   Computation - the ability to use computation skills to solve problems not previously encountered or problems specific to attainment of higher-level job skills

Extent of the Problem

The Task force examined the extent of adult illiteracy in Georgia and the degree to which current programs address this problem. Because no studies have directly measured the competence of adults in Georgia, the best estimate of adult illiteracy in Georgia has been derived from national data. Although there is some disparity in the estimates of illiteracy, it is believed that, nationally, one of every three adults, or 33.3% of the adult population, in the U.S. reads at less than a ninth grade level.

When this national estimate (33.3%) was applied to Georgia's 1985 adult population (4,200,000), it was estimated that approximately 1.4 million adults (aged 19 and above) in the State are illiterate. This rough estimate was supported by an examination of the grade attainment information collected in the 1980 U.S. Census for Georgia. The Census data indicated that a total of approximately 1.4 million adults had completed less than twelve grades of school.

Based on this grade attainment information, estimates were made of the potential number of illiterate adults within each of the three literacy levels delineated by the Task Force. It was estimated that roughly 188,000 adults are in need of Basic Literacy instruction; 332,000 are in need of General Literacy instruction; and 880,000 are in need of Specialized Literacy instruction. Overall, only about 4% of these 1.4 million adults are currently being served by existing programs in the State, both public and private.

The Task Force recommends that, in the future, a comprehensive State survey of adult literacy be conducted to establish baseline data which includes the number of adult Georgians who are illiterate, the specific competencies they are lacking, and where/how they are distributed by sex, age, and race. Further, an ongoing system of assessment should be developed to update and add information to the data base.

Target Level of Literacy

The Task Force has recommended that adult literacy programs be designed to accommodate all eligible adults at all three levels of literacy. It is expected that individual instruction will be based on the needs and skills the participants bring to the program. This may mean that participants progress from instruction in Basic Literacy skills to instruction in Specialized Literacy skills, or it may mean that participants only partake of instruction in Basic Literacy skills. Thus, the primary goal of the program is to assist program participants to achieve the literacy goals they have set for themselves and encourage them to attain at least General Literacy skills. General Literacy reflects the minimum skill level that enables a person to participate meaningfully in a democratic society and to become an independent learner. It is roughly equivalent to the competency level attained in an eighth grade education.

The Task Force recommends that Specialized Literacy training be offered to those who have attained General Literacy skills and who wish to continue study, for example, in programs leading to a high school equivalency certificate.

Target Population

All adults who are capable of benefiting from literacy training at any of the three defined levels, who are at least sixteen years of age, and who are not currently enrolled in elementary or secondary school will be encouraged to enroll in adult literacy programs suiting their needs.

Model for Georgia Adult Literacy Programs

The Task Force examined various existing adult education programs in Georgia and elsewhere. The following program elements were investigated: personnel and staffing patterns, facilities, curricula, methods of teaching, use and type of assessment instruments, program evaluation, and funding. A model which specifies essential program elements for Georgia's adult literacy education program evolved from this study.

Program Objectives

To ensure the delivery of a guaranteed level of instruction to adults in need of literacy skills (in terms of program elements and curricula) several program objectives are recommended.

- Provide sufficient personnel to ensure an effective program.
- Improve the effectiveness of volunteers and their recruitment.
- Develop a job-related, pre-service preparation program that ensures that personnel are prepared for the challenges of teaching adults and that provides independent status for participants.
- Develop a continuous, job-related, in-service training program to ensure periodic, supervised, and effective upgrading of the skills of all personnel.
- Individualize programs based on the needs, background, and skills of each program participant.
- Modify programs as necessary to accommodate the elderly, the handicapped, non-native speakers of English, and law offenders.
- Develop and maintain a system for continuous assessment and evaluation of adult literacy programs at the local, regional and State levels.
- Tie funding to program accountability.

These program objectives are represented in the model under the major categories of:

- staffing requirements,
- curriculum and methodology
- student recruitment,
- special populations,
- assessment, and
- program evaluation.

The model specifies the essential elements which each adult literacy program should encompass to meet the recommended program objectives. The model is presented in Appendix B in an outline format.

To meet the Task Force recommendation that adult literacy programs be designed to accommodate all eligible adults at all three levels of literacy, the Task Force recommends that each service delivery area within a region be responsible for making available all three levels of skills instruction to all eligible adults within its geographic boundaries. Thus, an adult literacy program is considered to be that conglomerate of literacy providers, public and private, which offers literacy instruction at all levels within a service delivery area.

Governance and the Delivery of Services

Present System

Within Georgia, many State agencies are involved in the delivery of adult literacy services to the illiterate adult population. Of these agencies, the Department of Education, the Board of Postsecondary Vocational Education, and the Department of Corrections are the major direct providers of adult literacy programs. Counseling and job placement services are provided in varying degrees by each of these three agencies. Other State agencies such as the Board of Regents, the Public Telecommunications Commission, the Department of Human Resources, and the Department of Labor (including JTPA) provide related services.

Most of the private providers focus on literacy instruction for adults functioning at the lowest levels of literacy. Instruction is usually delivered in small groups or in one-on-one settings. Apart from private providers, the business community and other sectors of the community contribute to the adult literacy effort by providing funds and other services, such as referral and publicity projects. Many businesses also offer facilities and sponsor programs for their employees.

This present system has a number of strengths, such as multi-agency involvement, a widespread geographical distribution of services, and a broad array of services. However, it suffers from a lack of coordination for services and resources, non-uniform standards for programs, and insufficient levels of funding. Further, given this governance arrangement, there is no single contact source for information.

Issues Concerning the Statewide Delivery of Adult Literacy Services

To determine the best structure through which to deliver adult literacy services statewide, three major issues were considered: priority and visibility, enforcement of uniform standards, and coordination of programs and services, including interagency cooperation.

1. Priority and Visibility. Priority represents the degree to which the needs of adult literacy programs can be voiced

and are heeded. High visibility is often needed to achieve high priority. To date, adult literacy programs in Georgia have attained neither. No State agency presently considers adult literacy as its major mission or purpose; therefore, the needs of adult literacy programs are often superseded by other program goals with higher priority.

2. Enforcement of Uniform Standards. For the State to have a successful adult literacy program, it is necessary for the State-level entity to have the power to enforce a common set of guidelines and objectives for all State-funded adult literacy programs. It is necessary for all adult literacy programs not only to meet or exceed the same minimum standards but also to provide all program participants a guaranteed level of instruction in terms of program elements and curricula. A minimum level of quality for such instruction can be ensured if the agency has the power to monitor programs, assess their effectiveness, and enforce State standards.

3. Coordination of Programs and Services. Coordination implies the ability to bring about harmony, i.e., to cause entities to act together in a smooth, concerted way. The present system of service delivery suffers from a lack of coordination of programs and services throughout the State. Information exchange about instructional methods, materials, and related services provided by other agencies which could assist in program delivery needs to be coordinated as does information on the funds and other resources available for adult literacy services. Lack of coordination tends to lead to a nonstandard system of evaluation and an underutilization of resources. Adequate coordination is essential to effective interagency cooperation.

Recommended State Role

Based on the concerns of priority, visibility, enforcement of uniform standards, coordination and cooperation, the Task Force recommends that the State create an Office of Adult Literacy for the purpose of coordinating all adult literacy programs and services throughout the State. It is recommended that this Office be under the State Board of Postsecondary Vocational Education and that there be a State Adult Literacy Advisory Council which serves it. The major costs which would be incurred in operating this Office would include staffing and related costs, as well as contracting for services as needed in such areas as research, curriculum development, and staff development. The recommended duties and responsibilities of this Office and other related State agencies are delineated in Appendices C and D, respectively.

In general, the function of the Office of Adult Literacy would be to provide leadership for and to facilitate cooperation among other State and local entities for the purpose of increasing and improving adult literacy efforts throughout Georgia. This Office would be responsible for allocating all State-controlled funds. It would contract with other State and local agencies and private providers for the delivery of adult literacy programs, and it also would establish standards and coordinate the services provided through these agencies.

To address the problem of adult illiteracy effectively, the Task Force recommends that this Office encourage support from the business community and private sector. By soliciting in-kind contributions and resources from the public, the State will be able to expand the delivery of adult literacy services while maximizing the use of State dollars. Recommended duties and responsibilities of the public and private sectors are addressed in Appendix E.

To minimize the structural and staffing changes which would be required, as well as to increase the level of interagency cooperation, the Task Force recommends that the State be divided into approximately forty service delivery areas (SDAs). These SDAs could then be grouped into approximately five regions for State management purposes. This means that each region would encompass approximately eight SDAs and could be monitored by a regional coordinator. Similar configurations have been adopted by the Private Industry Councils (PICs), the Regional Educational Service Agencies (RESAs), and the Area Planning and Development Commissions (APDCs). After examining these various configurations for the delivery of adult literacy programs, the Task Force recommends that a minimum number of service delivery areas be established based on existing adult literacy programs, the size and density of the target population to be served, and geographic considerations. Each SDA should have (1) a local advisory council drawn from that service delivery area, composed of representatives from different sectors of the community, including business, government and education, (2) a full-time local coordinator, and (3) a fiscal agent. Recommended responsibilities for the regional coordinator, local advisory council, fiscal agent and local coordinator are outlined in Appendix F.

The Department of Corrections adult literacy programs were not considered as being within the Office of Adult Literacy's service delivery area framework, but the Office should work closely with the Department of Corrections staff to coordinate these programs. The adult literacy programs offered by the Department of Corrections should be consistent with the standards and statewide plan established by the Office of Adult Literacy. The Department of Corrections also will be included in State and local level advisory councils.

Funding

In FY 1987, $1.9 million was specifically appropriated by the State for adult literacy programs. This amount was matched with $2.1 million from Federal funds and $1.8 million from local funds. The total $5.8 million was used to serve approximately 3% of Georgia's illiterate adults through adult literacy programs provided through the Department of

Education. Other programs served roughly 1% of Georgia's illiterate adults. These other programs include the Department of Corrections which provides $5.9 million for adult literacy services, other State agencies which together provide an additional $4.8 million, and business and the private sector which contribute approximately $.5 million. In total, approximately $17.0 million was used to serve approximately 4% of the illiterate adults in the State.

These levels of State funding for adult education must be increased to provide for stronger coordination, smaller class sizes, recruitment, and responsiveness to local needs.

To meet these increased needs, the Task Force recommends that local communities be encouraged to support adult literacy programs by providing in-kind contributions and resources from the business community and private sector. Further, since the Task Force recommends the establishment of a separate Office of Adult Literacy for the coordination of all adult literacy services throughout the State, additional funding will be required to establish and maintain it. It is estimated that nine to twelve professional staff members (including regional coordinators) and a director would be needed to staff this Office.

To provide maximum program flexibility, the Task Force recommends that adult literacy programs be funded partially on the basis of a formula and partially from grants, with the formula funds based on the previous year's instructional contact hours and other grants based on the service goals and special needs, both projected and attained the previous year. This combination approach would enable the State to meet the varying needs of the adult illiterate population effectively and equitably.

Non-Formula Grants

The Task Force recommends that non-formula grants be used to support program administration costs, local needs, and recruitment efforts. It is recommended that funds be granted for SDAs expressly for the costs of a full-time local coordinator, one or two additional support personnel (counselor, lead instructor, clerical personnel, etc.) and travel costs. In addition, each service delivery area would have the opportunity to apply for a local needs grant to cover other costs not covered by formula allocations, including childcare, transportation or other support service costs. It is recommended that only those service delivery areas with special needs that cannot be met from available resources be eligible for grants for this purpose, although these support service costs may be included as part of the local matching funds requirement.

The Task Force also recommends that grants be used as a mechanism to encourage student recruitment efforts, and therefore, expand the number of adults who receive services.

Formula Funding

The Task Force has recommended that a formula be used to allocate funds for the direct instructional costs of adult literacy programs. These costs include instructor salaries (including retirement and health benefits), salary adjustments for instructor training and experience, materials/media costs, and maintenance/operation costs. All components of the formula are based on a twelve-month operating schedule. Where programs do not operate on a full-time basis, the full-time equivalency method of counting should reflect the pro rata funding. Consult Appendix G for details concerning instructional materials, pupil-teacher ratios and contact hours, training and experience, and the proposed fund distribution formula. To provide adequate funding for students with special needs, such as for learning-disabled or handicapped individuals, it is recommended that a weighted contact hour system or some similar method be developed by the Office of Adult Literacy.

Program Growth

To increase the number of adults being served, the Task Force recommends that growth grants be made available for the difference between the number of adults currently served and the service goal approved for each SDA by the Office of Adult Literacy. Although the proposed funding formula is sufficient for programs trying to maintain a stable service goal, it does not provide sufficient flexibility for programs seeking to increase the number of adults that they serve.

It is recommended, therefore, that service delivery areas (SDAs) be advanced funds consistent with their State-approved service goals. Fifty percent of each SDA's growth funds should be authorized at the beginning of the fiscal year. The remaining 50% should be determined on the basis of the mid-fiscal year enrollment level. If an SDA's service goal has not been met by the end of the fiscal year, the SDA should not be approved for another growth grant until that goal is attained.

These growth grants should be offered during the initial expansion period of the first five years of the State Adult Literacy Program. At the end of this five-year period, the accomplishments of each SDA's service goals for growth should be evaluated to determine if it is necessary to continue such growth grants for the SDA. The need for these funds for growth should be evaluated annually thereafter.

Private Adult Literacy Providers

To be eligible for any State funding, private adult literacy programs should meet minimal standards called Private Program Standards. If private providers meet Public Program Standards, they should be eligible for a higher level of funding. See Appendix G for further details.

It is expected that programs which receive State funds will work and cooperate closely with the local coordinator to assist and complement public efforts. The fiscal agent in each service delivery area should be responsible for contracting with these private programs.

Goals for Adult Literacy

Given the fact that education is never as expensive as ignorance, the Task Force recommends that the citizens of Georgia commit themselves to eradicating adult illiteracy in this State. The ultimate goal is for all Georgians to be able to function at least at the previously defined General Level of literacy. The following subgoals are recommended for achieving this goal.

STOP THE GROWTH OF ILLITERACY.

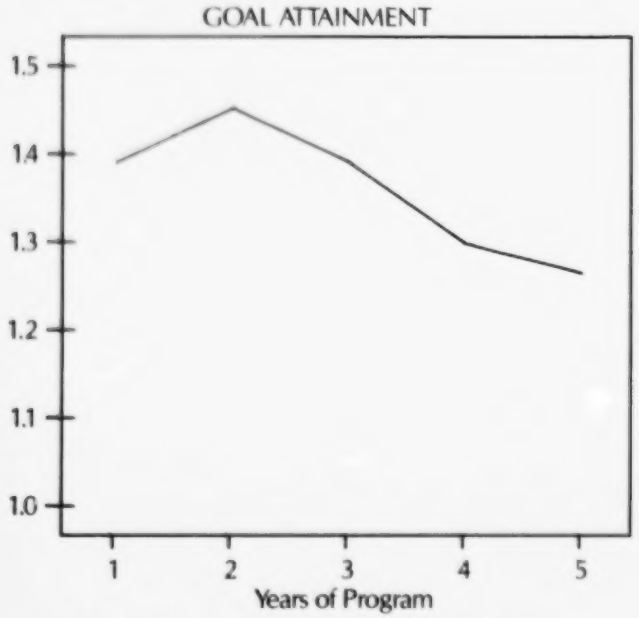
— Year 1: At present, the number of adult illiterates is increasing. It is anticipated that, during Year 1 of the statewide Adult Literacy Program, the illiterate population will continue to increase, although at a slower rate than without the expanded program. It is probable that the number of adults attaining the General Level of literacy will not rise as quickly as the combined number of high school dropouts and illiterate adults moving into Georgia.

— Years 2 and 3: It is assumed that, by the end of the third year of the program, the number of illiterate adults will be roughly the same as when the program began.

REDUCE THE NUMBER OF ADULT ILLITERATES.

— Year 4 and each subsequent year: Maintain the previous level of accomplishment and reduce the existing pool of illiterates by five percent.

The following graph serves as a pictoral representation of these subgoals.



The graph illustrates how the number of adult illiterates in Georgia might be reduced through the concerted efforts of the State to establish a statewide network of adult literacy programs. It portrays a rough estimate of the rate at which adult illiteracy might be reduced over the first five years of the Adult Literacy Program. Calculations for the graph were based on the estimated number of adult illiterates (1.4 million) in the current adult population of Georgia. The reduction in adult illiterates depicted in the graph is hypothetical, because it is difficult to adjust for all of the impinging variables which affect the count of this population. It is difficult to take into account such factors as:

— The migration of illiterate adults to and from the State of Georgia

— The exact rate of high school dropouts (For instance, sometimes dropouts reenter the school system and drop out again, causing them to be counted more than once.)

— The exact rate of program completion for adults enrolled in adult literacy programs, since some adults drop out and reenter a program several times before completing it

It is assumed that, in the beginning years, the number of individuals who will be instructed each year will be approximately 90,000. This estimate was reached by taking into consideration that the goal of the Task Force is to reduce the 1,400,000 adults in the pool of illiterates by at least 5% per year, that approximately 33% of all high school students (grades 9-12) drop out of school and, therefore, may add to the pool of illiterates, and that illiterate adults migrate into and out of the State.

Total costs for the program should begin to decrease after the first five years or so, as the number of illiterate adults in the pool is reduced and the Quality Basic Education (QBE) programs have the effect of reducing the number of dropouts. It is not possible currently to derive an annual program cost estimate. Hence, it is recommended that the Office of Adult Literacy develop a more detailed process for setting short- and long-term service goals which include the determination of rough cost estimates for achieving those goals.

Implementation

Currently, adult literacy programs serve approximately 57,000 adults statewide. Of this number, roughly 13,000 are incarcerated adults being served by the Department of Corrections. To meet the service goals for adult literacy recommended by the Task Force, the number of adults served in a year would have to be nearly doubled. That is, to begin to stop the growth of illiteracy in Georgia, from roughly 90,000 to 100,000 adults must achieve at least Basic Level literacy skills each year.

In Appendix H, the Task Force has outlined the major steps necessary to establish the quality statewide adult literacy program it envisions. It is anticipated that it will take a minimum of three to four years for all recommended components of the Program to be fully operational.

Conclusions

Adult illiteracy is a multi-faceted problem which is too

costly to be ignored. The cost to the State in terms of lost jobs, crime, welfare, reduced investment in industry, and the level of participation in the democratic process is in the billions of dollars annually. The cost to the illiterate adult in terms of quality of life is inestimable.

The attack on adult illiteracy may be carried out best by providing a significant increase in State support for adult literacy programs and by establishing a State-level Office of Adult Literacy to provide leadership, to centralize information, and to coordinate all adult literacy programs and services throughout the State. If adult illiteracy is to be dealt with effectively throughout Georgia, it will be essential for the State to assume a role of leadership and primary responsibility. To obtain maximum results from an expanded adult literacy program, however, it will be necessary to raise public awareness of the problem and to encourage support from the business community and private sector. A commitment must be made at both the State and grassroots levels to arrest the growth of adult illiteracy and reduce the number of adult illiterates. It is only through enlisting widespread support, encouraging cooperation among adult literacy providers, providing for the coordination of services and resources, and meeting uniform standards for a guaranteed level of education that the problem of adult illiteracy in Georgia may be addressed effectively and efficiently.

APPENDIX A

MEMBERS OF THE GOVERNOR'S TASK FORCE ON ADULT LITERACY 1987-88

Arthur W. Johnston, Chair
President, Arthur Johnston, Inc., Atlanta

General Assembly

Senator John C. Foster
Cornelia

Senator Eugene P. Walker
Decatur

Representative William C. Mangum, Jr.
Decatur

Representative Calvin Smyre
Columbus

Education Community

Dr. Bettye Anne Battiste
Ass't Prof., Dept. of Education
Armstrong State College
Savannah

Dr. Vernon Crawford
(Retired) Chancellor
University System of Georgia
Atlanta

Susan Hackney
Adult Education Coordinator,
Polk Multi-system
Cedartown

Dr. Thomas E. Hagler
Superintendent
Bibb County Schools
Macon

Dr. Joe Edward Hill
President
Lanier Technical Institute
Gainesville

Maritza S. Keen
Executive Director
Latin American Association
Atlanta

Robert A. Kronley
Senior Consultant
Southern Education Foundation
Atlanta

Dr. Mikel F. Richardson
Admin. of Adult Education Programs
DeKalb County Schools & DeKalb Area
Vocational/Technical School
Stone Mountain

Karl F. Roberts
Coordinator of Adult Education
Muscogee County School District
Columbus

Dr. Edwin Thompson
President
Atlanta Junior College
Atlanta

James W. Toombs
City Councilman
Teacher, Mitchell-Baker Elementary School
Camilla

Business Community

Catherine J. Cato
Assistant Vice President
First Union Bank
Hephzibah

Myrtle R. Davis
Co-Executive Director
Leadership Atlanta & City Councilwoman
Atlanta

Ralph N. Jones
Member of Board of Directors
Literacy Action
Atlanta

Clifton McDuffie
Executive Vice President
Gainesville/Hall County Chamber of Commerce
Gainesville

John H. Pietri, Jr.
(Retired) Director
Advanced Education Systems, IBM
Atlanta

Sayward Rogers
Apple Properties, Inc.
Marietta

William Walker
Regional Vice President
National Alliance of Business
Atlanta

Billy Watson
President & Publisher
Columbus Ledger & Enquirer
Columbus

Bernard Wheeler
Senior Vice President
Cohutta Banking Company
Lafayette

James Zimmerman
President
Rich's
Atlanta

APPENDIX B

RECOMMENDED MODEL FOR GEORGIA ADULT LITERACY PROGRAMS

I. Staffing Requirements

A. Personnel

1. Full-time coordinators
   a. Require one program coordinator for each local service delivery area (SDA) to perform administrative functions and manage personnel
   b. Designate a volunteer coordinator at the State and regional levels and at the SDA level (where workload makes it appropriate)
2. Paid teachers
   a. Base the number of employed teachers on the recommended class sizes for each literacy level:
      1. Basic Level 10 students
      2. General Level 12 students
      3. Specialized Level 15 students
   b. Base the number of employed teachers on the number of full-time equivalent (FTE) students attending the literacy program
3. Volunteers
   a. Specify the responsibilities of volunteers and programs to each other and obtain a signed agreement
   b. Make provisions for appropriate training, necessary materials, and a support system

B. Staff Credentials

1. Require appropriate credentials for administrators, instructors, counselors, paraprofessionals, and tutors
2. Require the same level of professionalism that is evidenced in public elementary and secondary education credentialing
3. Require all credentials to be job-related to adult literacy needs
4. Provide for the credentialing of persons not holding public school certification through on-the-job training that is content-specific

C. Staff Responsibilities

1. Administration and leadership
2. Counseling
3. Personnel selection
4. Instruction and tutoring
5. Student recruitment and retention
6. Volunteer management
7. Material selection
8. Evaluation and staff training
9. Record keeping

D. Staffing Patterns

1. Base on number of students, and
2. Base on student needs

E. Training

1. Require completion of a program of pre-service preparation to train all personnel to meet the unique needs of adult students
2. Require continuous training of all personnel
   a. Require participation by both paid and volunteer personnel
   b. Assume design of training program as a local responsibility based on State standards
   c. Base training on a performance-based procedure for assessing skill needs
   d. Develop training in cooperation with the University System, RESAs, GLRS, and other resources
   e. Emphasize content, methodology, and human relations skills appropriate to adult learners in training
   f. Use technology as a major component in adult literacy training programs

II. Curriculum, Methodology and Related Issues

A. Curriculum

1. Select content and materials
   a. Base selection on participant's skill level as determined by a diagnostic assessment
   b. Feature content of adult interest which corresponds to the participant's goals
   c. Focus on job-related, consumer, citizenship, and other functional skills
   d. Incorporate student knowledge and experiences
   e. Emphasize the use of high-interest materials to provide the participant with an incentive to stay in the program to reach higher literacy levels
   f. Emphasize the development of comprehension and application skills in reading (of course, other skills such as writing, mathematics, and life skills also should be made available)
2. Emphasize "literacy independence"
   a. Accept limited goals for entry into the program: reading to children, signing one's name, balancing a checkbook
   b. Focus on the achievement of skill levels that enable the learner to progress further after exiting the program
3. Conduct curriculum reviews
   a. Institute periodic updates concerning advances in adult literacy curriculum and methodology
   b. Introduce new curricula and methods periodically to reflect changing student needs

B. Methodology

1. Vary individual and group instruction according to student need
2. Provide opportunities for students to develop leadership and independence through:
   a. Group discussions
   b. Independent projects
   c. Supplementary materials for out-of-class activities
3. Incorporate appropriate technologies, including computers, television, etc.
4. Pilot test the use of technologies in literacy programs, when appropriate, using the following guidelines:

a. Test the validity of using television, computers, and other technologies on different populations

b. Determine the most effective mix of technology and other methods for the delivery of instruction

c. Investigate the effect of technology on the span of control of teachers and tutors

d. Study the effect of technology on the speed and retention of learning

e. Determine the cost-effectiveness of incorporating (new) technologies

f. Investigate the quality of computer hardware and software

III. Student Recruitment

A. Target population recruitment

1. Use marketing experts to determine the best methods of reaching each segment of the target population

2. Use broadcast and print media to:

   a. Raise the level of awareness of the illiteracy problem among literates

   b. Encourage illiterates to partake of offered services

3. Establish more efficient referral systems and cooperative arrangements between State agencies and literacy programs

4. Create a set of audiovisual materials for presentation to community groups

5. Increase the use of modern communications media

B. Incentives to participate

1. Offer child care services which will be provided for by partnerships between the private sector and local providers

2. Provide transportation to literacy programs when needed (Expand existing transportation programs used for such groups as the elderly and handicapped to include transportation for persons in literacy programs without other access to transportation)

3. Provide mobile classrooms for sparsely-populated areas

4. Offer health care information services by increasing cooperation with health care providers

5. Increase availability of services by encouraging twelve-month operation and both day and evening classes

6. Determine the location of programs based on the following criteria:

   a. Convenience and accessibility to potential students, including handicapped

   b. Accessibility to available transportation

   c. Consideration of special community characteristics (e.g., consider using the local community center if it is already used by most people)

IV. Special Populations

A. Non-native speakers of English

1. Use curriculum which stresses the dominant values of American and community culture

2. Use student's cultural background to develop motivational materials

3. Emphasize speaking, listening and social skills

4. Use grouping strategies to practice social and cultural skills

5. Test the feasibility of the "whole-family" approach to literacy instruction

6. Recruit teachers with knowledge of and sensitivity to cultural differences

B. Elderly

1. Use curriculum which stresses concerns of the elderly, e.g., dietary planning, home health care, access to government services
2. Employ methods that use the social contact needs of the elderly to facilitate development of literacy skills
3. Use technologies and materials which promote proper eye movement and compensate for poor eyesight
4. Develop satellite centers at homes for the elderly and social service agencies where the elderly congregate to accommodate those who are capable of self-sufficiency
5. Focus on helping the elderly who, with literacy skills, could function independently

C. Handicapped

1. Accept handicapped individuals who can achieve at least Basic Level literacy skills
2. Modify the curriculum as needed to reduce the size of learning increments and accommodate the pace of learning
3. Provide unrestricted physical access to the learning environment
4. Use information from other public agencies to help develop learning goals and methods
5. Provide special training for adult literacy personnel
6. Incorporate the use of technologies which are specifically designed to increase program effectiveness for handicapped people
7. Establish literacy programs in comprehensive service centers as these centers are developed in Georgia
8. Provide literacy programs with full access to services of other public agencies serving the handicapped

D. Law Offenders

1. Use job-related curriculum materials and provide more law-related materials (e.g., citizenship, basic consumer rights)
2. Meet standards specified by the American Correctional Association and the Correctional Education Association
3. Develop and incorporate technology appropriate to this population, such as increased use of audiovisual materials, computer assisted learning, etc.
4. Extend services to such institutions as county correctional facilities and Youth Development Centers
5. Provide referrals and incentives for accessing community adult literacy programs when the law offender leaves incarceration
6. Increase cooperation and coordination between programs for law offenders and other adult literacy programs
7. Ensure that model program elements are reflected in programs for law offenders

V. **Assessment: Student Performance Data**

A. Test development and administration

1. Administer entry and exit examinations which are normed on adults (e.g., the 1986 Tests of Adult Basic Education or the Adult Basic Learning Examination)
2. Develop and administer additional informal assessments based on student interests for periodic assessment
3. Modify assessment instruments and procedures as necessary to meet the needs of special populations

B. Data collection and feedback

1. Collect assessment data by specific population groups
2. Provide instructional feedback based on informal assessments to students

VI. Program Evaluation

A. State criteria

1. Develop comprehensive local evaluation plans based on State criteria
   a. Encompass both process and outcome objectives
   b. Use measurable performance-based indicators
   c. Develop and maintain an on-going system of evaluation in which periodic progress checks are made in light of program objectives
   d. Delineate specific procedures for reporting program results to the public
2. Arrange for outcome program evaluations
   a. Conduct at least local annual reviews to check on progress toward meeting objectives and progress toward overcoming identified deficiencies
   b. Arrange for on-site evaluations by professional evaluators once every two years

B. Evaluation results

1. Provide full public disclosure of program evaluation results
2. Use program evaluation results as baseline data for planning at both State and local levels
3. Use program evaluation results to determine future funding at both State and local levels

APPENDIX C

RECOMMENDED DUTIES AND RESPONSIBILITIES OF THE STATE OFFICE OF ADULT LITERACY

* Provide leadership through the coordination of all State-funded adult literacy services, as well as through the development of an overall State plan which establishes guidelines for:
  - — Curriculum Standards
  - — Program operating standards
    - — Facilities
    - — Qualifications of staff
    - — Class size
    - — Educational materials
  - — Credentialing
    - — Program personnel
    - — Students at each level of literacy skill
  - — Performance standards
    - — Staff and volunteer development
    - — Student achievement
    - — Program achievement
  - — Funding participation rates for public and private programs
  - — Plan development for each Service Delivery Area
* Provide technical assistance to local coordinators, adult literacy providers and advisory councils
* Monitor and evaluate programs which receive State funding to determine effectiveness and adherence to standards
* Use program evaluation results as baseline data for planning at both State and local levels
* Approve performance goals for each program or service delivery area
* Develop recruitment packages for students, volunteers, and employees
* Sponsor credentialing and training programs for adult literacy personnel (coordinators, teachers, aides, and volunteers)
* Develop and maintain a system for tracking student progress based on literacy levels.
* Serve as a resource for all relevant information and research
* Promote public awareness campaigns to increase community support and student participation
* Increase State emphasis on and cooperation with local advisory councils to secure effective cooperation of the public and private sector at the local levels
* Ensure and facilitate communication and cooperation among governmental agencies, public and private adult literacy service providers, and the business community at the State and local levels
* Contract with other agencies for program and service delivery
* Conduct or contract with other entities for research concerning adult literacy instruction
* Cooperate with the Department of Education in addressing the problem of high school dropouts
* Coordinate all available State-controlled funds used to sponsor adult literacy programs
* Facilitate the solicitation of funds from the private/business sector
* Grant State funds for eligible local programs in each service delivery area
* Establish an administrative procedure to document all funds and funding sources for adult literacy programs

APPENDIX D

RECOMMENDED DUTIES AND RESPONSIBILITIES OF OTHER STATE AGENCIES RELATIVE TO ADULT LITERACY SERVICES

Board of Postsecondary Vocational Education (With respect to the vocational-technical programs)

1) Provide vocational aptitude testing services to adult literacy program participants
2) Increase cooperation with adult literacy programs by providing job training/placement services for individuals who successfully complete the programs
3) Increase emphasis upon General Level literacy attainment as a requirement for completion of job training programs
4) Continue to provide referral services and facilities for adult literacy programs
5) Increase participation in and cooperation with local advisory councils

Board of Regents

1) Conduct adult literacy research upon request
2) Continue to expand the provision of facilities
3) Develop training programs for adult literacy personnel at the request of the Office of Adult Literacy
4) Provide technical assistance for program evaluation and other program aspects
5) Provide adult literacy programs where appropriate
6) Increase participation in and cooperation with local advisory councils

Department of Corrections

1) Maximize the non-interrupted and continuous provision of services to adult literacy program participants
2) Encourage participation in adult literacy programs as a condition for parole/probation to eligible individuals
3) Cooperate with the Office of Adult Literacy to deliver adult literacy programs
4) Increase participation in and cooperation with local advisory councils

Department of Education

1) Ensure at least a General Level of literacy attainment as a K-12 graduation requirement
2) Increase emphasis on alternative schools, in-school suspension, and other programs designed to decrease dropout rates
3) Increase programs for high-risk dropout candidates
4) Increase participation in and cooperation with local advisory councils
5) Ease the transition of 16- and 17-year-old high school dropout students to adult literacy programs

Department of Labor

1) Increase emphasis on referring eligible individuals to adult literacy programs and notify adult literacy programs of these referrals
2) Increase cooperation of local Labor offices with adult literacy programs to provide job placement services for successful literacy program participants
3) Increase emphasis on General Level literacy attainment as a requirement for job training programs (JTPA, etc.)

4) Increase participation in and cooperation with local advisory councils

5) Advise local advisory councils of impending plant closings and other potential changes in area industries where new skills might be needed

(Job Training Partnership Act, JTPA)

6) Increase emphasis on funding for adult literacy programs by the JTPA Governor's Advisory Council

7) Encourage the funding of adult literacy programs by including the State Office of Adult Literacy in the development of the plan for JTPA 8 percent funds

8) Continue to increase cooperation of the Private Industry Councils with local adult literacy providers and local advisory councils

Department of Human Resources

1) Encourage Community Action Programs (CAPS) to provide funding for volunteer literacy programs

2) Expand referral of welfare recipients to adult literacy programs beyond Positive Employment And Community Health (PEACH) program participants, e.g., Aid to Families with Dependent Children, Supplementary Security Income, Food Stamps (especially heads of households who receive public assistance)

3) Notify adult literacy providers of referrals

4) Increase participation in and cooperation with local adult literacy advisory councils

5) Make adjunct services (e.g., child care and transportation) available to adult literacy program participants as well as welfare and social services clients, where needed and appropriate

Public Telecommunications Commission

1) Continue to provide support services:

   — in publicity/advertising, (i.e., Public Service Announcements)
   — in the production and/or broadcasting of documentaries or other programs about adult illiteracy
   — in the production and/or broadcasting of educational programming pertaining to adult literacy, e.g., **GED on TV, Teach An Adult To Read,** or **Learn To Read**

2) Increase participation in and cooperation with local adult literacy advisory councils

APPENDIX E

RECOMMENDED DUTIES AND RESPONSIBILITIES OF THE PUBLIC AND PRIVATE SECTORS FOR ADULT LITERACY SERVICES

Private Sector

(Business and Industry)

1) Increase emphasis by businesses upon high school completion as a requirement for full-time employment

2) Sponsor publicity and referral services

3) Increase incentives for employees to participate in literacy programs

4) Continue to increase the provision of facilities and resources for adult literacy programs

5) Develop close working relationships between businesses employing large numbers of adults functioning at low literacy levels and local adult literacy providers (The provision of on-site classes for employees is one possible outcome of these relationships.)

6) Increase participation in and cooperation with local adult literacy advisory councils

(Civic Groups and Churches)

7) Provide increased volunteer and financial support, increased publicity, and referrals to local adult literacy programs

(Private Providers)

8) Cooperate with responsible agency(ies) to deliver programs, record numbers served, and record progress of those served

Public Sector

(State Government)

1) See Appendix D

(Local City/County Governments)

2) Cooperate with the Office of Adult Literacy to develop appropriate service areas

3) Increase participation in and cooperation with local adult literacy advisory councils

(Local Education Agencies [LEAs])

4) Cooperate with the Office of Adult Literacy in the delivery of adult literacy programs and services

5) Continue to provide facilities

6) Present all educational options to dropouts through counseling services and make appropriate referrals to adult literacy programs

(Public Library System)

7) Increase cooperation with adult literacy programs to implement effective volunteer tutor programs

8) Serve as centers for coordination of volunteer tutor programs

9) Provide appropriate materials and facilities as needed

APPENDIX F

RESPONSIBILITIES ASSOCIATED WITH THE ADULT LITERACY SERVICE DELIVERY SYSTEM

Regional Coordinator

— Acts as liaison between Office of Adult Literacy and local advisory councils
— Assists in the development of State-level goals and standards
— Monitors compliance with State goals, standards, and expenditure of funds within the region
— Acts as resource and information consultant
— Participates in all personnel training activities
— Provides and arranges for technical assistance, as needed

Local Advisory Council

— Sets goals for short- and long-term service delivery
— Develops plan of action for delivering literacy services
— Selects fiscal agent
— Recommends local coordinator
— Generates resources to meet area adult literacy needs

Fiscal Agent

— Employs and houses local coordinator
— Receives budget requests from adult literacy providers
— Receives and distributes funds in accordance with State approval
— Monitors and reports fund use
— Serves as administration entity for such purposes as purchasing, payroll preparation, and dissemination

Local Coordinator

— Coordinates resources and efforts of all public and private adult literacy providers
— Provides or arranges for technical assistance, as needed
— Monitors program delivery and adherence to State program standards and goals by all participating adult literacy providers in the service delivery areas
— Participates in planning activities at both the State and local advisory council levels
— Employs, supervises, and provides training for instructional personnel
— Inter-refers clients to other service-providing entities represented on local advisory council, such as the Department of Labor, the Department of Education, the Department of Human Resources
— Monitors instructional program progress

APPENDIX G

ALLOCATION OF ADULT LITERACY FORMULA FUNDS

Public Adult Literacy Providers

Instructional materials. Currently, $450 is allocated to cover expenses for instructional materials and media, technical services, and testing. This current allocation is based on 10 to 15 full-time students attending classes 30 hours per week for a nine-month period.

In order for the curriculum in adult literacy programs to be structured around the goals and needs of each participant, materials for employability and life skills instruction, mathematics and reasoning, as well as supplementary reading materials should be provided. This increased emphasis on diverse materials will require a significant increase in funds for this component of the funding formula. Based on the Task Force proposal for contact hour requirements (see discussion below) and a twelve-month operating schedule, it is recommended that $1,333 be included in the formula to cover these expenses. This amount will provide from $133 to $90 for each full-time student for the Basic Level through the Specialized Level, respectively.

Pupil-Teacher Ratios and Contact Hours. The funding formula assumes that the following pupil-teacher ratios and contact hours will be implemented for the three levels of adult literacy:

Levels	Pupil-Teacher Ratio	Contact Hours
Basic	10 to 1	14,400
General	12 to 1	17,280
Specialized	15 to 1	21,200

The contact hour requirements are based on the class sizes (10, 12 or 15) recommended for the different literacy levels (Basic, General or Specialized) times the number of days in a 12-month school year (240) times the number of instructional hours per day (6). This number of contact hours, therefore, reflects the number of hours necessary to earn funds for one full-time instructor.

Training and Experience. The Task Force has recommended that a salary schedule be developed which reflects the entry level salary base as well as an instructor's or an administrator's experience and credentials in adult education. Although some credit may be granted to individuals with experience in related fields such as reading or learning theory, these salary increases should be based primarily on experience in adult education and not on background in educational areas such as elementary or secondary education. It is suggested that additional provisions be made to award performance and incentive supplements to outstanding instructors. If provided, these incentives should be linked to the number of adults an instructor leads successfully through a program, particularly at the Basic and General levels of literacy.

Allowable Costs. With adjustments for the proposed 12-month operating schedule, smaller class sizes as listed above, increased materials, and a base salary with training and experience adjustments, the following costs result (assuming fiscal year 1989 cost factors):

$21,280 estimated base salary for one full-time instructor
2,554 estimated adjustment for training and experience
1,333 instructional materials and media
2,980 maintenance and operation
2,858 retirement benefits
1,043 health benefits
$32,048 total allowable costs

The base salary is an estimate based on the 12-month State salary schedule used for public school teachers, which could be adjusted annually to reflect the State recommended cost-of-living salary adjustments for teachers. A particular program may offer a higher base salary, but it is recommended that all programs be funded according to the same base salary with the difference considered as part of the program's local match.

Proposed Fund Distribution Formula. When the proposed contact hours are considered, the amount per contact hour would be as follows:

Level of Literacy Instruction	$/Contact Hour	State Funding Proportion	Proportionate State $ Per Contact Hour
Basic	$ 2.23	80%	$1.78
General	1.85	75	1.39
Specialized	1.48	60	.89

The recommended decrease in the State funding proportion relative to literacy level is intended to encourage providers to give greater emphasis to serving the adults with the greatest need. To be eligible to receive the State funding proportion, public providers would have to contribute the remainder of the proportion: 20, 25 and 40 percent, respectively. This local match could be from any revenue source, and in-kind contributions would be allowed, consistent with State-approved allowances.

Providers should be eligible for funding for a fiscal year, based on the number of contact hours recorded for the previous year, in accordance with procedures to be established by the Office of Adult Literacy.

Private Adult Literacy Providers

To be eligible for any State funding, it is recommended that private adult literacy programs meet minimal standards called Private Program Standards. If private providers meet Public Program Standards, they should be eligible for a higher level of funding.

Level of funding for private programs meeting Public Program Standards. It is recommended that private providers meeting Public Program Standards be eligible to receive funding through a formula similar to the one previously described in this appendix for public programs, with the exception of fringe benefits. The private provider formula allocation, therefore, would be based on a total cost of $28,147 (for fiscal year 1989) and would result in the following amounts per contact hour:

Level of Literacy Instruction	$/Contact Hour	State Funding Proportion	Proportionate State $ Per Contact Hour
Basic	$ 1.95	80%	$1.56
General	1.63	75	1.22
Specialized	1.30	60	.78

To be eligible to receive the State funding proportion, private providers meeting public standards would have to contribute the remainder of the proportion: 20, 25 and 40 percent, respectively, with the same provisions regarding the match as those for public programs.

Level of funding for private programs meeting Private Program Standards. To be eligible for State support, it is recommended that providers of private programs: (a) comply with minimum State reporting requirements, (2) provide evidence of competent staff, and (3) provide evidence of a reasonable participant success rate. Private providers meeting these stipulations should be eligible to receive a State grant for the appropriate State funding proportion of the total approved operating budget: 25% of the total approved operating budget for Basic Level instruction, 20% for General Level instruction, and 15% for Specialized Level instruction, or $.49, $.33, and $.20 per contact hour, respectively. Private providers would contribute the remainder of the proportion (75, 80, and 85% respectively) from a variety of sources. First priority for use of this grant money would be to meet a State specified standard for materials. These monies could also be used to fund one volunteer tutor coordinator.

APPENDIX H

PROPOSED IMPLEMENTATION SCHEDULE FOR THE STATEWIDE ADULT LITERACY PROGRAM

ACTION	1988	1989	1990	1991
I. Create an Adult Literacy Organization Structure at the State, Regional, and Local Levels				
II. Establish and Implement Adult Literacy Program Standards				
III. Identify and Implement a Program Planning Process				
IV. Implement Mechanism for Fund Distribution to Service Providers				
V. Develop and Implement Personnel Standards for all Service Delivery Entities				
VI. Develop and Maintain a System of Continuous Assessment and Evaluation				
VII. Establish a State-Level Clearinghouse for Collecting and Disseminating Adult Literacy Information				

Funding support for this publication was provided as part of a grant to the Governor's Task Force on Adult Literacy from Job Training Partnership Act funds through the Georgia Department of Education, Office of Vocational Education.

The Task Force expresses its appreciation to Ron Brymer of Georgia Public Television for the cover design.

Copies of detailed working papers may be requested by contacting:

Governor's Task Force on Adult Literacy
State Capitol, Room 111
Atlanta, Georgia 30334